



Lecturer's Pedagogic Competence in Developing Student Learning at the National University

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ABSTRACT

The competence of lecturers determines the quality of the implementation of the Tridharma of Higher Lecturers. One of the elements of lecturer competence, namely pedagogic competence, lecturers plays a role in building student learning abilities by generating learning motivation that determines business improvement and learning success. Lecturers as an element with a very strategic position in the learning process, lecturer's pedagogic competence is an essential aspect of learning development. Therefore, how is the role and contribution of a lecturer's pedagogic competence to learning development? This study uses a qualitative approach using secondary data and primary data, with secondary data collection techniques obtained from references and data that have been previously processed. In contrast, preliminary data is obtained based on data from observations, interviews, and centralized discussions. The results of the research on the pedagogic competence of lecturers provide a massive role in the development of learning covering several aspects, namely: Acquainting oneself with the characteristics of pupils, with learning theories and educational concepts, Curriculum development, educational activities, and student potential growth Student communication, assessment, and evaluation.

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1. Introduction

Education is an effort made to provide knowledge to each individual and assist students in growth and development until they are adults. So that the purpose of education is to educate the life of the nation; without a good education, it is difficult for the Indonesian people to achieve a bright, peaceful, and prosperous future (Sujana, 2019).

According to experts, competence is the foundation for the personal traits that influence an individual's success or failure at work or in certain settings (Hakim, 2015). At the same time, according to Moehersono (2010), many multinational management consulting companies describe competence as an important quality comprised of the abilities, knowledge, and personal characteristics that separate someone who possesses something from someone who does not. Additionally, Marrelli (1998) defines competence as a person's underlying qualities that influence the effectiveness of individual performance on the job or key personal attributes that have a causative or causal link with the aforementioned criteria. Competence is inextricably linked to a lecturer's capacity to relate to the degree of student comprehension, learning process, and self-actualization. Pedagogic competence refers to the capacity to manage student learning, which includes student comprehension, educational design, implementation, assessment of learning outcomes, and student growth in order to maximize their potential (Indriani, 2015).

Lecturers are one component of education that has a significant role in interaction with students both in the classroom and in the open so that lecturers are a component that is very close to students. Therefore, lecturers must have quality competencies to direct students in the learning process so that students do not experience difficulties in participating in the learning process (Nento, 2018). The competence of the lecturer determines the quality of the implementation of the Tridharma of Higher Teaching, as shown in the professional activities of the lecturer. Lecturers who are competent to carry out their duties professionally are lecturers who have the pedagogical, professional, personal, and social competencies required in the practice of education, research, and community service. Since 2008, the Director-General of Higher Education has



carried out lecturer certification activities to assess lecturers' competence. One of the criteria evaluated in this lecturer certification activity is the lecturer's pedagogic competence, but mastery of this competence is still the weak point of almost all lecturers (Piscayanti, 2018).

Every lecturer should have four competencies in carrying out their duties and responsibilities, but pedagogic competence is the competence that has the most significant influence on student achievement in learning. If the lecturer has professional competence or has good personality competence but does not master pedagogic competence, this will cause students to find it challenging to understand the material provided by the lecturer, so that learning motivation and student achievement will be low (Yohanita 2018).

One of the elements of lecturer competence, namely pedagogic competence, lecturers play a role in building student learning abilities by generating learning motivation that determines business improvement and learning success. The knowledge of lecturers in planning, implementing, and evaluating learning can facilitate lecturers in carrying out their duties as a teacher, namely in carrying out the learning process. The learning process can take place well if the lecturer can carry out the competence as a teacher well (Harto, 2018).

The following components comprise pedagogic competence: (1) mastery of students' physical, moral, social, cultural, emotional, and intellectual characteristics; (2) mastery of learning theory and teaching principles of learning; (3) development of a subject-related curriculum; (4) educational learning; and (5) facilitation of students' potential to actualize.

Lecturers who have good competence in learning will be able to design learning strategies that follow the characteristics of student input, such as learning style tendencies, motivation, class management, and appropriate evaluation for students. Motivation in learning is done by arranging a conducive learning situation or atmosphere. This created condition can be a reinforcement (reinforcement). This reinforcement in education can be made, among others, if a teacher can positively influence the teaching and learning process by showing good competence to cause a positive response from students (Budiningsih, 2011).

Based on the description above, the lecturer is an essential component and a very close strategy in interacting with students in the learning process. Therefore, the formulation of the problem in this study is how the role of lecturer pedagogic competence in the development of student learning at the National University. This study aims to provide information on the role and contribution of pedagogic competence to learning.

2. Research Methods

This research was conducted using a qualitative approach with secondary and primary data types, secondary data obtained from references or data that had been previously processed in the form of journals, books, and magazines, and other concerns related to the topic of this research problem. Primary data is data obtained directly from respondents through the method of interview, observation, centralized discussion. Respondents The information collected is analyzed qualitatively to conclude a study (Sugiyono, 2008).

3. Research Results and Discussion

The research results show that the educational competence of lecturers influences or plays a role in the development of learning. In this study, several fundamental aspects become the focus of this research.

3.1 Acquainting Oneself with the Learner's Characteristics

Lecturers can keep track of and use information about students' qualities to aid in the learning process. These qualities include the following: physical, intellectual, social, emotional, moral, and sociocultural dimensions (Muliana, 2019): 1. Lecturers are capable of identifying the unique learning qualities of each student in their class. 2. Lecturers guarantee that all students have an equal opportunity to engage in active learning activities. Lecturers can design lectures in such a way that all students with physical impairments and varying learning capacities have an equal opportunity to study. 4. Lecturers are attempting to ascertain the underlying reasons of students' behavioral aberrations in order to prevent these behaviors from causing harm to other students. 5. Lecturers assist students in developing their potential and overcoming their limitations. 6. Lecturers give special attention to pupils with specific physical disabilities, encouraging them to engage in educational activities rather than being excluded (excluded, made fun of, inferior, etc.).

Characteristics are a differentiator between one student and another; research results show that before

the learning process begins, the lecturer can ensure that all students have equal rights and opportunities in obtaining knowledge, the lecturer arranges class conditions so that the learning process of each student or Students have the opportunity and a sense of fun for all students. Besides that, lecturers are unceasing and motivated to guide students in developing their potential and provide solutions or solutions for students or students and at the same time can provide answers or solutions for students who experience deficiencies in the learning process; lecturers also pay attention to students who participate weaknesses in the learning process so as not to be marginalized by other students or other students (Trisianawati, 2017).

Based on the description above, it can be concluded that the mastery of the character of the lecturer towards the students is essential in the learning process (Poluakan. et.all, 2019). Therefore the character of the students is one aspect of pedagogical competence that must be understood by the lecturer in the development of learning.

3.2 Developing an Understanding of Educational Theory and Principles of Educational Learning

The research results show that lecturers provide opportunities for students to master learning material through a fun and exciting learning process according to students' abilities; besides that, lecturers also use various learning methods and learning models or techniques to motivate students or students in learning. Carry out the learning process at the same time to find out the level of understanding of students or students towards learning materials, so that lecturers can adjust to the conditions of the learning process so that students can understand learning materials well, besides that in the learning process lecturers plan the learning process or make lesson plans so that learning objectives can be achieved (Muhtadi, 2009).

Lecturers can devise a variety of approaches, tactics, methods, and instructional procedures that teach students creatively while adhering to lecturer competence criteria. Lecturers can adapt their teaching approaches to their students' qualities and inspire them to learn: 1. Lecturers facilitate students' mastery of learning materials by arranging learning processes and activities in a manner that is appropriate for their age and learning ability. 2. Lecturers constantly assess students' comprehension of certain learning materials and adapt the next learning activity accordingly. 3. Lecturers may articulate the rationale for executing the activities/activities they perform, both those that are suitable and those that deviate from the plan, that are connected to student achievement. 4. Lecturers employ a variety of strategies to pique students' interest in learning. 5. Lecturers want to identify activities that are connected to one another, taking into account students' learning objectives and learning processes. 6. Lecturers pay close attention to students who do not comprehend/understand the learning information covered in the session and utilize their feedback to improve the following lesson plan.

3.3 Curriculum Development

The results of the research show that curriculum development carried out by lecturers is more likely to design the learning process which is used as a reference or reference in carrying out the learning process, the learning design is in the form of a semester learning plan (RPS) which is the scope of the program for one semester (Sitepu& Lestari, 2018), in making a semester learning plan (RPS) several components are very urgent for lecturers, namely: in making learning outcomes for both study programs and learning outcomes for courses besides that there are several components in the semester learning plan that the most important factors are 1. the expected final ability, in the absolute power that students are expected to have been able to explain and analyze the material that has been discussed, 2. Indicators, in these indicators how students are accurate in describing and explaining material that has been discussed, 3. Criteria and forms of assessment: There are several forms and standards used by lecturers (a). description test consists of free description, limited description, (b). the objective test consists of multiple-choice, true-false, matchmaking, complete, (c). Oral tests such as action tests, (d). non-test such as observation, interviews. 4. Learning methods, in the learning method, the lecturer designs how the learning methods used in the learning process are exciting and can motivate students to be more active. 5. Learning experience, 6. Learning experience, in this aspect, students are more inclined to do assignments in papers and papers; in the process, students reconstruct how to make peppers and papers as a learning experience. 7. Learning materials in the learning materials used by lecturers are updated following the latest developments in science and technology and according to the students' needs.

In addition to the description above, the lecturer also makes plans for each meeting or often termed the Learning Event Unit, but this is more realistic because it only consists of 3 leading indicators, namely (1). The introduction, which consists of conditioning students to carry out the learning process, including praying together and checking attendance, in this case taking attendance, connects the previous learning material with

what will be discussed now, which is part of apperception (2). The core, which consists, how a lecturer conditions the condition of the room before carrying out the learning process, using learning methods and modeling to create a pleasant learning atmosphere for students, (3) Closing, in this closing activity, one can review the learning process by asking students to provide conclusions and reflections on the learning process, and lecturers direct students to express opinions and feelings related to the activities of the learning process, as well as lecturers can carry out the assessment process and assign assignments to students, besides that the lecturer also provides information about the learning process at next meeting. Based on the above description related to the process of making both semester learning plans (RPS) and the process of making learning program units (SAP) that the pedagogic competence of lecturers plays a vital role in preparing both RPS and SAP with quality designs based on the KKNI for learning development.

3.4 Learning Activities

The results showed that respondents said that the learning process carried out by lecturers was strongly influenced by the lecturers' pedagogic competence in carrying out the learning process so that what had been designed in the learning program unit could be done well (Eryana, 2016)

Lecturers with their pedagogic competence can carry out the learning process using learning methods, strategies, and modeling. Learning is more student-centered, and lecturers only act as facilitators in the learning process, using three steps: (1). Introduction, in the introduction, several components have been carried out by the lecturer, such as leading a prayer together, checking student attendance and doing apperception, conveying the learning objectives to be achieved. (2). In essence, in this core process, the lecturer can manage the condition of the room using learning methods, strategies, and modeling, so that the learning process is student-centered (3). Closing, in this closing process, the lecturer confirms the discussion material that students have discussed. Provide information to students about assignments or provide information about material to be addressed in the next meeting.

Based on the description above, it can be concluded that the pedagogic competence possessed by the lecturer dramatically influences the learning process carried out based on the design that has been made previously; the learning process is exciting and fun for students so that learning can develop as we hope together.

3.5 Development of Student Potential

The results of the research show that the lecturers have carefully analyzed the learning outcomes that students have achieved to determine the progress and progress of developments that have been completed; besides that, the lecturers have designed a learning process that can increase motivation and can identify the talents and interests of students and difficulties faced by students while studying and provide opportunities for each student to develop potential according to their respective abilities and lecturers focus on students in the learning process and continue to provide direction so that students can easily understand the information that has been conveyed so that students can develop its potential (Febrini, 2017).

Lecturers can assess each student's learning potential and discover areas for possible development through learning programs that assist students in realizing their academic, personal, and creative potentials until there is strong proof that students are realizing their potential. 1. Lecturers conduct an analysis of learning outcomes based on all assessment forms in order to determine each student's level of development. 2. Lecturers create and conduct learning activities that assist students to develop their abilities and habits of learning. 3. Lecturers create and implement learning activities that foster students' creativity and critical thinking abilities. 4. By paying attention to each student, lecturers actively aid students in the learning process. 5. Lecturers are capable of accurately identifying each student's abilities, interests, potential, and learning challenges. 6. Lecturers give learning chances for students based on their own learning styles. 7. Lecturers place a premium on interactions with students and work to ensure that they comprehend and apply the material provided.

3.6 Communication with Students

The results of the research show that interaction or communication with students is significant, how to listen to questions or responses from students properly so that students feel happy because what is conveyed is the attention of the lecturer as well as when the lecturer answers questions that are very relevant so that the answers given are not confusing. Therefore, students can understand the subject matter so that the learning objectives are achieved (Rohani, 2019).

Lecturers are able to connect with students efficiently, empathically, and respectfully, and are passionate and upbeat. Lecturers can respond comprehensively and appropriately to student remarks or



questions: 1. Lecturers employ questions to elicit and sustain student engagement, including open-ended inquiries that demand students to respond with their own thoughts and expertise. Lecturers give close attention to and listen to all of their students' questions and replies, without interrupting until necessary to assist or explain the question/answer. 3. Lecturers answer effectively, correctly, and timely to student queries in accordance with learning objectives and curricular material, without humiliating them. 4. Lecturers provide learning activities that promote student cooperation. 5. The lecturer listens and pays attention to all students' responses, correct and incorrect, in order to determine the students' level of comprehension. Lecturers pay close attention to students' queries and reply completely and pertinently in order to avoid student misunderstanding.

Based on the description above, communication with students has a huge role or contribution to learning. For this reason, the lecturer does not create a communication room with students in one direction so that students accept what is conveyed by the lecturer concerned. Still, students are also allowed to provide feedback so that learning objectives are achieved.

3.7 Assessment And Evaluation

The research results show that lecturers' competence in helping students overcome the level of learning difficulties, especially in the teaching and learning strategy course, is tremendous; this is indicated by the response of students in the learning process having a very high motivation. Every evaluation carried out by lecturers, of course, can be more objective with their competencies by using several measurement indicators in the evaluation process (Sary, 2018). The form of the evaluation carried out by lecturers is to measure the level of achievement of learning objectives, both at each meeting through direct observations made by lecturers or by giving questions in the form of oral and written, mid-semester evaluation process conducted by lecturers by giving exams in the form of essay questions and objective questions. In measuring the level of achievement of the objectives of the learning process by using two kinds of choices, either in the form of essay exam questions or in the form of simulations depending on the courses that the lecturers take. For each exam, both in the form of simulations and in written form, the lecturer can provide direct corrections to students to find out where the shortcomings are so that these deficiencies can be improved.

Based on these corrections, the lecturer conducts a process of deepening the material or centrally discussing students and lecturers who are influential in the subject. Based on the description above, it can be concluded that the majority of respondents said that the pedagogic competence possessed by lecturers was very instrumental in conducting the evaluation process of learning both at every meeting, mid-semester, and end of the semester.

4. Conclusions

These results indicate that the pedagogic competence of lecturers plays a significant role in the development of learning with various indicators, namely: (1) in making semester learning plans (RPS) for one semester, which consists of several aspects such as learning objectives, indicators, criteria and forms of assessment, learning methods, learning experiences and learning materials and lecture program units (SAP) based on the Curriculum based on the Indonesian National Qualifications Framework (KKNI). (2). The lecture process concerning the design made before the lecture's learning process is carried out concerning three main steps, namely introduction, core, and closing. (3). In the implementation of the lecture assessment, the lecturer conducts an objective evaluation. Based on the description above, the pedagogic competence of the lecturer plays a significant role and contributes significantly to the development of learning.

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